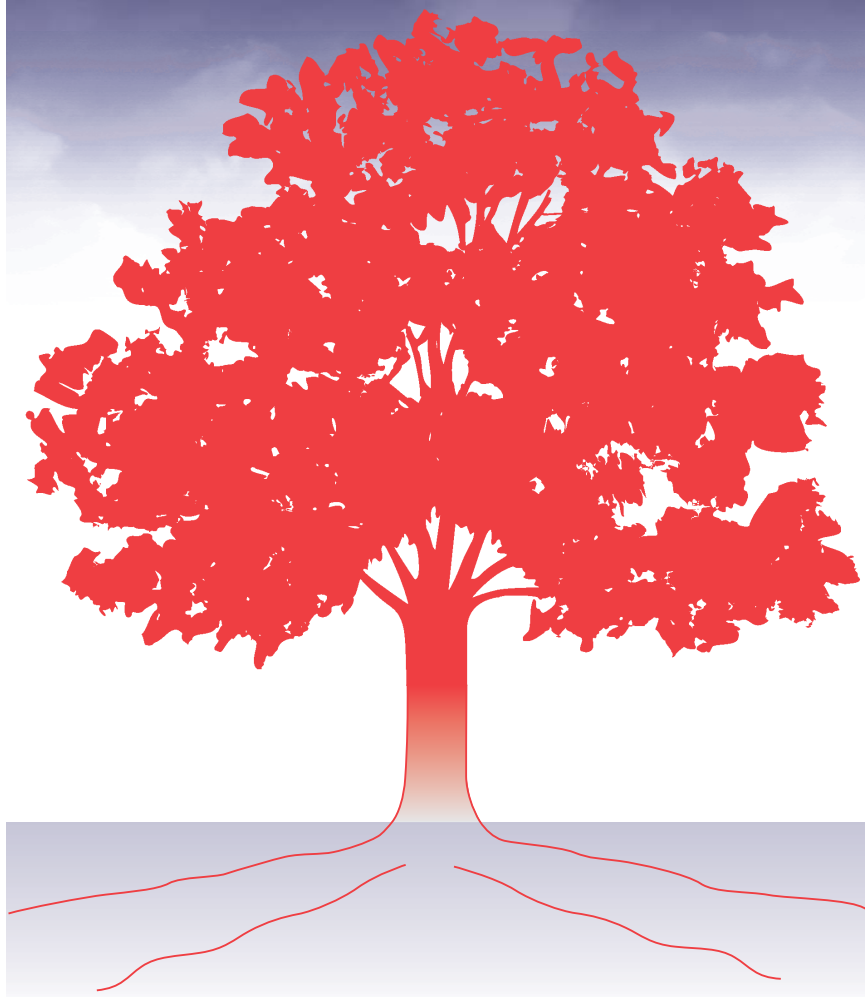


**State Board of Education**

# **Master Plan**

**FY 2008 - 2012**



**To Prepare All Tennessee Children  
for Successful Post-Secondary Work,  
Education and Citizenship**



# Vision for Tennessee Students

To prepare all Tennessee children for successful post-secondary work, education and citizenship.

The State Board of Education's Master Plan includes policy goals to ensure equal access to the education constitutionally guaranteed to all Tennessee children and necessary for the success of individual children, their communities, the State and the nation. The goals embodied by the vision and the student outcomes used to measure progress toward those goals are built upon four foundational principles.

## Foundational Principles

Focus on the following principles will make the Board's vision a reality for Tennessee children:

- I. Effective school leaders
- II. Effective teachers
- III. Rigorous, relevant curriculum
- IV. Resources sufficient to achieve the vision

## Goals

To achieve its vision, the Board has set the following goals:

- Successful transitions
- Rigorous, relevant high school
- Relevant middle grade experiences
- Dynamic elementary grade education
- High-quality Pre-K availability



## Student Outcomes

To measure progress toward achieving these goals, the State Board will rely on the following indicators:

- Remedial & developmental studies rate at Tennessee post-secondary institutions for recent high school graduates
- College-going rate
- Graduation rate
- ACT readiness subject-area benchmarks for college & workforce training:
  - ACT (11th or 12th grade)
  - ACT's PLAN (10th grade)
  - ACT's EXPLORE (8th grade)
- 8th Grade National Assessment of Educational Progress (NAEP)
- 4th Grade National Assessment of Educational Progress (NAEP)



## Foundational Principles

Tennessee's Master Plan places before the citizens of Tennessee the essential elements of an effective system of free public education (Tenn. Const. Art. XI, Sec. 12, Tenn. Code Ann. § 49-1-301). Every aspect of good schools can be found in one of the four foundational principles below. These principles may be used to examine all instructional and policy decisions of the Board and to ascertain whether those decisions will ensure that all Tennessee children are prepared for success in their post-secondary work, education and citizenship.



### 1. Effective School Leaders

School leaders must be instructional leaders who are well prepared and capable of leading changes in curriculum and instruction that result in

higher levels of learning for all groups of students. They create a school culture of high expectations conducive to the success of all students. Effective school leaders use both qualitative and quantitative assessment data to guide the professional learning community in a cycle of continuous growth and improvement.

Effective school leaders model continuous professional growth. Leadership programs must provide school leaders the skills necessary to supervise, evaluate and support a professional staff. They must be able to develop dynamic leadership teams to share responsibility and ownership of the school mission. They focus all school programs, procedures, and practices to support student learning. Effective school leaders are involved in the community and understand the culture of the students.



## **2. Effective Teachers**

To prepare all Tennessee children for successful post-secondary work, education and citizenship, P-12 teachers should enter the profession with content expertise and be trained in pedagogy through teacher training programs, mentoring and ongoing education.

Teacher education programs, whether at institutions of higher education or offered through other organizations, should rely on a common set of standards for measuring candidates' content knowledge. During teacher education programs, candidates should begin learning how to use data to diagnose, assess and prescribe strategies for improved student performance.

Schools and school districts should provide environments that support continued development of content knowledge and teaching skills, and that reward effective teaching (measured by student performance). Teachers should be lifelong learners required to remain current with the latest developments in content knowledge and research-based instructional strategies. They should also be proficient in the use of technology.

### **3. Rigorous, Relevant Curriculum**

A rigorous and relevant P-12 curriculum requires all students to become lifelong learners and critical thinkers. The curriculum prepares students for successful transition into postsecondary education, workforce training, and citizenship. Graduates of secondary institutions with rigorous, relevant curricula can apply knowledge in post-secondary work and further education.

A rigorous, relevant curriculum integrates standards, instruction and assessment. The curriculum clearly communicates requirements for mastery of subjects throughout Pre-K, elementary and secondary school. Courses remain relevant, rigorous and responsive to our changing world. The curriculum remains relevant by constantly redefining what is taught and how it is taught, relying on current scholarship in all disciplines.

### **4. Resources Sufficient to Achieve the Vision**

Students in successful schools are supported by resources that drive effective leadership, community connections, and job-embedded professional development. To enable Tennessee students to be prepared for post-secondary work, education and citizenship – achieving at levels that are nationally competitive – resources must focus on the support of learning opportunities that are rigorous and relevant to the demands of a knowledge economy and the global marketplace.





# Prepare All Tennessee Children for Successful Post-Secondary Work, Education and Citizenship

## Tennessee Students



### GOALS

Successful transitions

Rigorous, relevant high school

Relevant middle grade experiences

Dynamic elementary grade education

High quality Pre-K availability

### MEASURES

Developmental studies rate

College-going rate

Graduation rate

ACT benchmarks

ACT PLAN (10th Grade)

ACT EXPLORE (8th Grade)

NAEP (8th Grade)

NAEP (4th Grade)

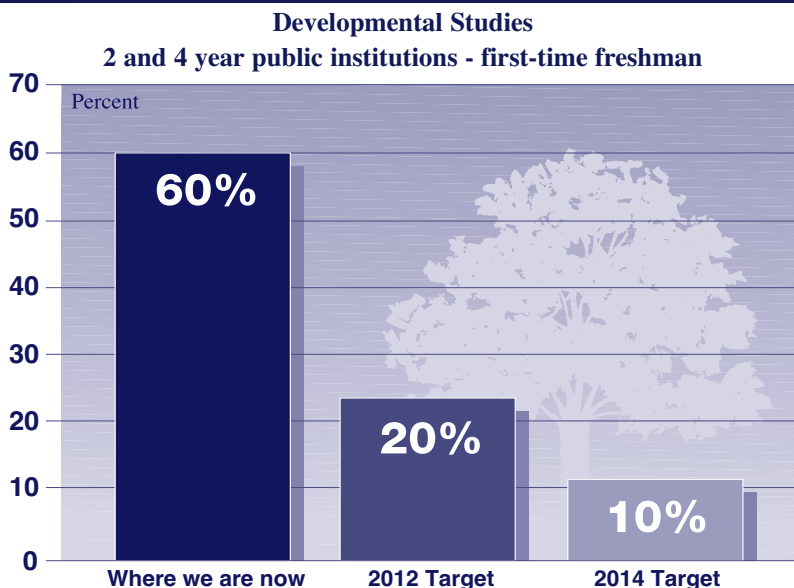
Effective school leaders  
Effective teachers

Rigorous, relevant curriculum  
Sufficient resources





# Student Outcomes: Where We Are Today (2008)



*Chart 1:* The percentage of first-time freshman students enrolled in developmental studies at Tennessee public two and four year institutions (2007).

## ACT Benchmarks

Students meeting the benchmark subject area scores have a 50% chance of obtaining an A or B or a 75% chance of obtaining an A, B, or C in the corresponding credit bearing college course. Students' preparation for meeting the ACT benchmarks is measured by ACT's PLAN and EXPLORE assessments, given in 8th and 10th grade.

College Course	Subject Test	EXPLORE Score	PLAN Score	ACT Score
English Composition	English	13	15	18
Social Sciences	Reading	15	17	21
Algebra	Mathematics	17	19	22
Biology	Science	20	21	24

*Chart 2:* Benchmark scores by subject area.

TN Student Performance	EXPLORE 8th Grade	PLAN 10th Grade	ACT 11th Grade
2007	15%	16%	18%
2012 (Target)	30%	40%	50%
2016 (Target)	40%	50%	70%

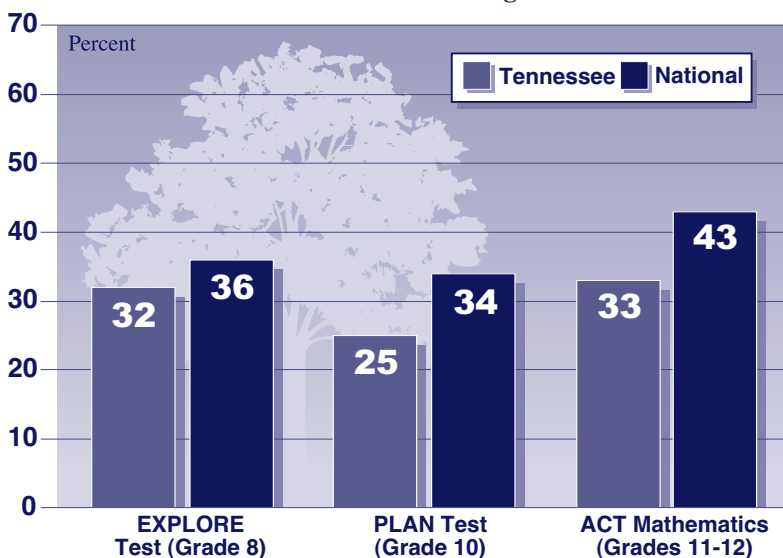
*Chart 3:* Tennessee students meeting all 4 benchmarks.

## ACT - State and National Trends in 8th, 10th and 11th Grade

The percentage of Tennessee students prepared for college-level math and science decreases as those students transition from middle to high school.

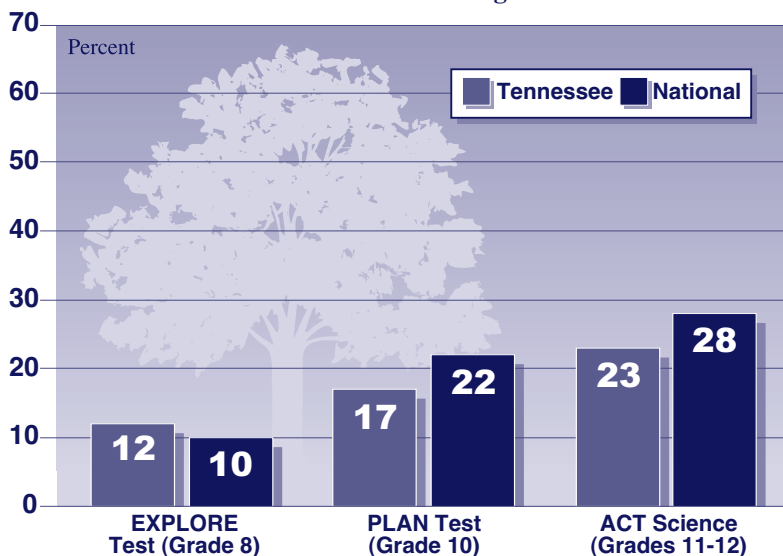
### Mathematics

Percent of Students At or Above ACT College Readiness Benchmarks



### Science

Percent of Students At or Above ACT College Readiness Benchmarks

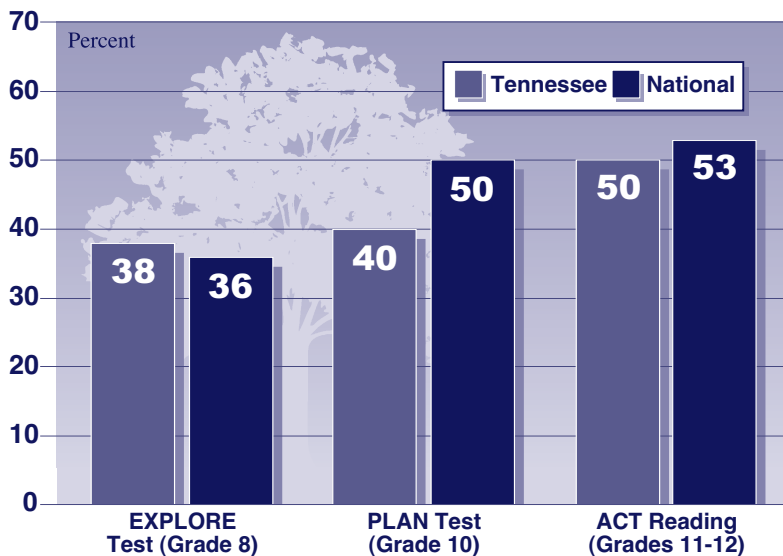


## ACT - State and National Trends in 8th, 10th and 11th Grade

The percentages of Tennessee students prepared for college-level reading and English composition are similar to the percentages of students across the nation prepared for those courses.

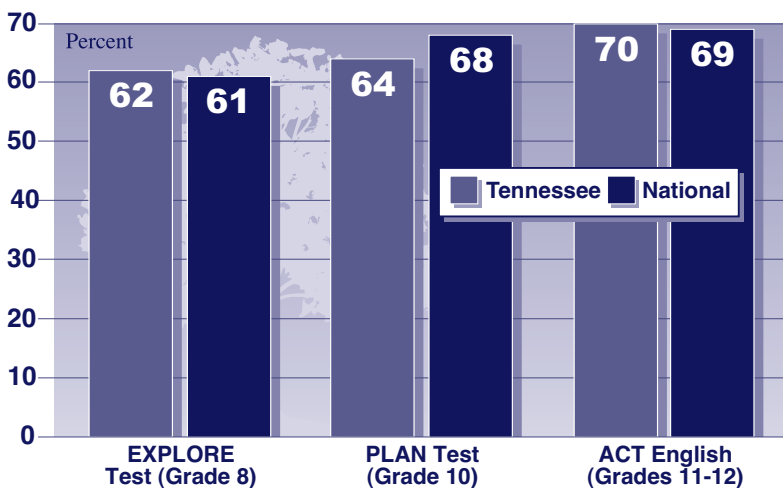
### Reading

Percent of Students At or Above ACT College Readiness Benchmarks



### English Composition

Percent of Students At or Above ACT College Readiness Benchmarks

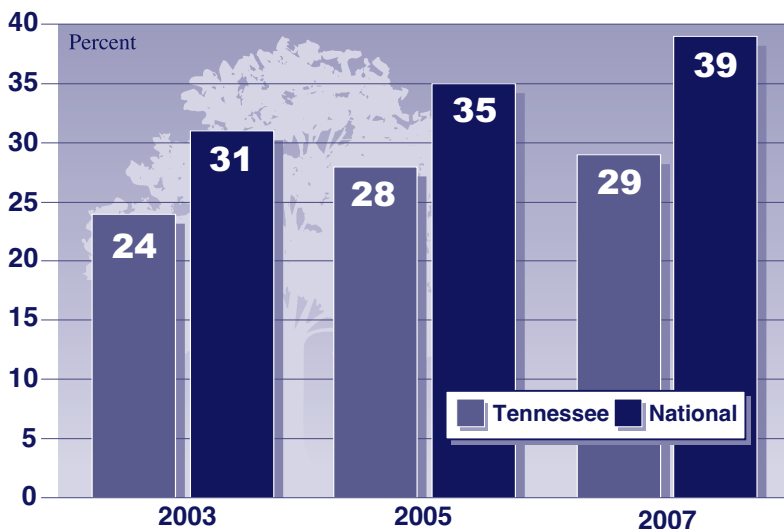


## NAEP - State and National Trends in 4th and 8th Grade Math

The percentage of Tennessee students scoring at or above proficient in Mathematics has not kept pace with the nation. When comparing the percentage of students scoring at or above proficient between 2003 and 2007, the gap in grade 4 increased from 7 percent to 10 percent. The gap in grade 8 increased from 6 percent to 8 percent.

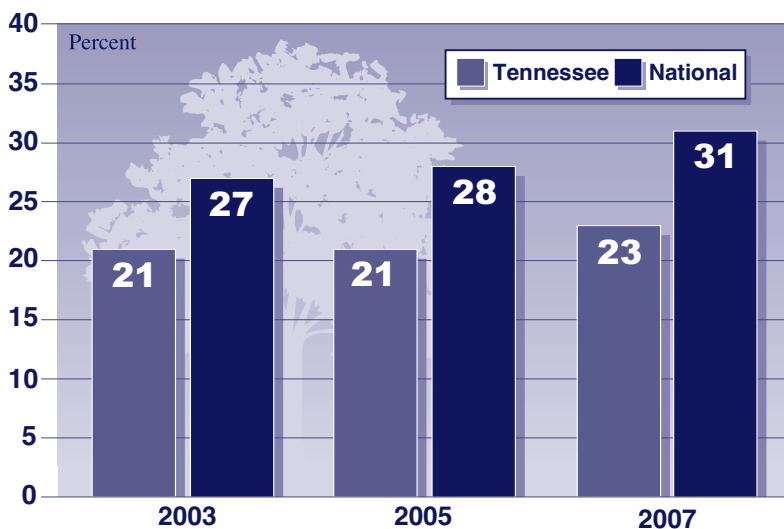
### NAEP Mathematics (Grade 4)

Percent of Students At or Above Proficient Achievement Level



### NAEP Mathematics (Grade 8)

Percent of Students At or Above Proficient Achievement Level

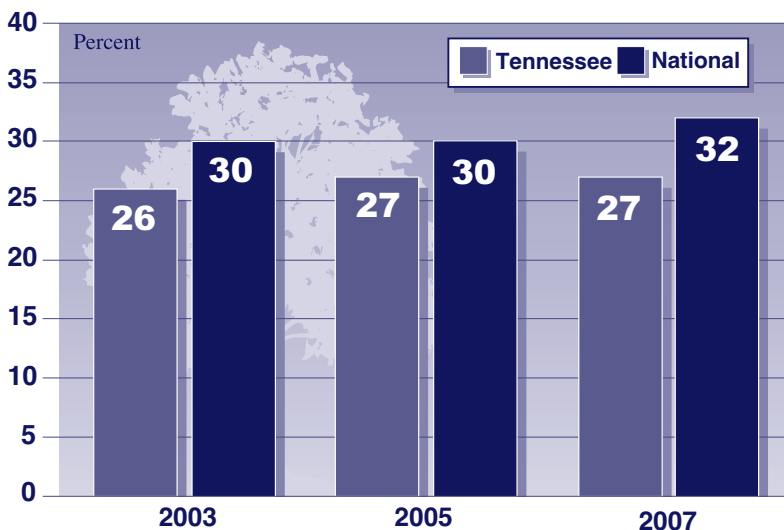


## NAEP - State and National Trends in 4th and 8th Grade Reading

When comparing the percentage of students scoring at or above proficient in reading between 2003 and 2007, the gap in grade 4 was mixed, decreasing in 2005, increasing in 2007. The gap in grade 8 improved, decreasing from 4 percent to 3 percent.

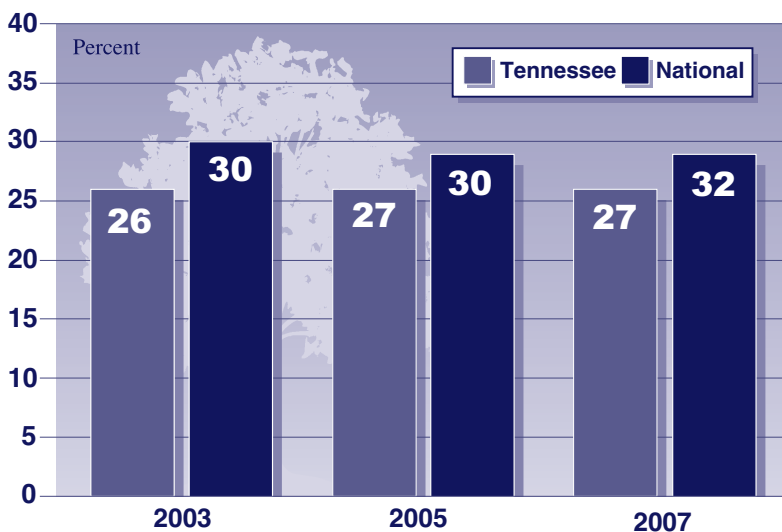
### NAEP Reading (Grade 4)

Percent of Students At or Above Proficient Achievement Level



### NAEP Reading (Grade 8)

Percent of Students At or Above Proficient Achievement Level





State Board of Education  
9th Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville TN 37243-1050  
615.741.2966  
615.741.0371 FAX  
[www.state.tn.us/sbe](http://www.state.tn.us/sbe)



State Board of Education. Authorization No. 331007,  
2,000 copies, April 2007. This public document was  
promulgated at a cost of \$.62 per copy.